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AUTHOR Miles, Marilyn
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ABSTRACT

To determine the current status of American Indian enrollment in special classes, the 24 elementary schools, with from 13 to 741 pupils, serviced by the Northern Indian California Education Project (Title III, Elementary and Secondary Education Act) were surveyed during the 1971-72 school year. The survey covered the type of programs in existence, the number of children being serviced, the number of Indian pupils enrolled in such programs, and, if no programs existed, the number of children needing special services. All 24 target schools responded to a 3-page survey. In most cases, the survey was completed by the school principal with the assistance of the special education teachers (the breakdown by individual schools is contained in Appendix A). As a follow-up to this survey, the results of the survey and their implications were discussed at a 1-day meeting of school psychologists and psychometrists in the service area. Within the 24 target schools, 1,250 students of the total 8,025 student population were Indian, indicating that within the schools surveyed there was not a disproportionate enrollment of Indian pupils in Educable Mentally Retarded (EMR) and Educationally Handicapped (EH) classes. It is stated that this report undoubtedly contains some inaccuracy in the identification of students as being a member of one ethnic group or another; however, this report does represent a good sample of the total number of Indian pupils enrolled in programs for EMR (10) and EH (23) within the 24 target schools surveyed. (FF)

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AMERICAN INDIAN ENROLLMENT IN CLASSES FOR THE EDUCABLE MENTALLY RETARDED AND EDUCATIONALLY HANDICAPPED

Report submitted by

Marilyn Miles
NORTHERN INDIAN CALIFORNIA
EDUCATION PROJECT

1971-1972

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To determine the current status of Indian enrollment in special classes, the twenty-four elementary schools serviced by the Northern Indian California Education Project were surveyed. The survey covered what type of programs were in existence, how many children were being serviced, how many Indian pupils in specific were enrolled in such programs, and if no programs existed, how many children appeared to be in need of special services. All twenty-four of the target schools responded to the three-page survey. In most cases, the survey was completed by the school principal with the assistance of the special education teacher or teachers. The breakdown by individual schools is contained in Appendix A. A follow-up to this survey was a one day meeting of practicing school psychologists and psychometrists in the service area, at which the results of the survey and its implications were discussed. (See Appendix A for survey form)

The following is a summary of data from the returned survey forms:

1. The forms completed represented all twenty-four N.I.C.E. target schools in a six county area.
2. A student population of approximately 8,025 was represented.
3. An Indian student population of approximately 1,250 was represented.
4. Size of schools ranged from 13 to 741 pupils.
5. The total number of teachers of the Educable Mentally Retarded was eight (8), with seventeen (17) teachers of educationally handicapped pupils. One (1) teacher of the trainable mentally retarded was also reported.
6. Seven (7) schools reported no special education programs.
7. The types of programs in existence fell into the following categories.
   a. Self-contained EH classes
   b. EH Learning disability groups
   c. Integrated EMR class
   d. Self-contained EMR class

   The most common class structure was the integrated program.

8. In the twenty-four schools, there were a total of 86 educable mentally retarded students, 10 transitional EMR pupils, and 155 educationally handicapped pupils.
9. In regards to American Indian enrollment, there were 10 EMR pupils, two transitional EMR pupils, and 23 EH pupils.

Table 1 indicates the number of pupils enrolled in educable mentally retarded and educationally handicapped and compares the Indian and non-Indian enrollment.

Table 1

ENROLLMENT IN TARGET SCHOOLS SPECIAL CLASSES FOR THE EDUCABLE MENTALLY RETARDED AND EDUCATIONALLY HANDICAPPED DURING THE 1971-1972 SCHOOL YEAR

	Total Population	American Indian Population	American Indian Percentage of Total Enrollment
24-Target school population	8,025	1,250	15.57
Educable Mentally Retarded	86	10	11.61
Educationally Handicapped	155	23	14.83

The above figures support California State Department of Education findings that there does not exist a disproportionate enrollment of American Indian pupils in classes for the educable mentally retarded in California. (Report for House Resolution 262, 1970)

Statewide the American Indian student population is estimated to be between 3.5% and 4.5% of the total student population. As Table 1 indicates within the 24-target schools the American Indian student population is considerably higher. Approximately 16% of the total student population is Indian. Table 2 reported in "Report for House Resolution 262, 1970" compares the ethnic enrollment reported in classes for educable mentally retarded minors for August 1970 in California.

Table 2

COMPOSITION OF ETHNIC ENROLLMENT IN CLASSES FOR EDUCABLE MENTALLY RETARDED

	August 1970	Percentage of Total Enrollment
Spanish Surname	12,276	25.79
Negro	12,253	25.73
Other White	22,125	46.48
Oriental	359	.75
American Indian	261	.55
Other Non White	331	.70

Although the percentages vary from statewide statistics due to population differences, this report indicates that there does not exist a disproportionate enrollment of American Indian pupils in educable mentally retarded and educationally handicapped classes within the twenty-four target schools surveyed. Further, as the breakdown by individual schools contained in Appendix A indicates even those schools with 50 per cent or more American Indian enrollment have far less than that percentage of Indian pupils in educable mentally retarded or educationally handicapped classes.

This report undoubtly contains some inaccuracy in the identification of students as being a member of one ethnic group or another, however, this report does represent a good sample of the total number of American Indian pupils enrolled in programs for educable mentally retarded and educationally handicapped within the twenty-four target schools surveyed.

APPENDIX A

TARGET SCHOOL SPECIAL EDUCATION SURVEY-AMERICAN INDIAN ENROLLMENT 1971-1972

SCHOOL	ENROLLMENT	SPECIAL EDUCATION PROGRAM IN SCHOOL	TOTAL NUMBER OF CHILDREN IN SPEC. ED. PROGRAM				TOTAL NUMBER OF INDIAN CHILDREN IN SPEC. ED.				TOTAL NUMBER OF CHILDREN IN NEED OF SPEC. ED.	NUMBER OF INDIAN CHILDREN IN NEED OF SPEC. ED.
			TMR	EMR	EH	TOTAL	TMR	EH	EMR	TOTAL		
ARENA UNION ELEM.	375	NONE		0	0	0	0	0	0	0	15-20	3-5
BESS MAXWELL	292	EMR, EH, TMR	10	14	12	36	1	0	1	2		
BURNS VALLEY	440	EH		0	16	16	0	0	0	0		
CRESCENT ELK	675	EMR		18	0	18	0	0	2	2		
DOW'S PRAIRIE	507	EMR, EH		7	7	14	0	1	1	2		
ETNA	254	EMR, EH		6	6	12	0	0	0	0		
HAPPY CAMP	385	NONE		0	0	0	0	0	0	0	30	4
HAYFORK VALLEY	380	EMR, EH		5	8	13	0	0	0	0		
*HOOPA ELEM.	475	EMR, EH		8	4	12	0	1	3	4		
*JACK NORTON ELEM.	23	NONE		0	0	0	0	0	0	0	L	1
*JUNCTION ELEM.	13	NONE		0	0	0	0	0	0	0	0	0
JUNCTION CITY	49	NONE		0	0	0	0	0	0	0	2	0
LAYTONVILLE ELEM.	245	TRANS. EMR				T10				T2	(Note: transitional program)	
MAD RIVER		EMR		5	0	5	0	0	1	1		
MAIN STREET & TERRACE (COMBINED)	+800	EH		0	25	25	0	3	0	3		
MARGARET KEATING	213	EH		0	9	9	0	2	0	2		
*ROUND VALLEY	295	EMR,EH		8	6	14	0	4	0	4		
SMITH RIVER	261	EH		0	12	12	0	0	0	0		
TRINIDAD UNION	258	EMR, EH		8	6	14	0	4	0	4		
UPPERLAKE UNION	330	EH		0	6	6	0	0	0	0		
WEAVERVILLE ELEM.	480	EH		0	9	9	0	0	0	0		
*WEITCHPEC	25	NONE		0	0	0	0	0	0	0	80% of students below class level (20)	3
YOKAYO	741	NONE	—	0	0	0	0	0	0	0	25	1
TOTALS	8,023		10	86	155	251	1	23	10	35	95	13

* One-third or more American Indian enrollment

P R O J E C T N. I. C. E.

HANDICAPPED INDIAN CHILDREN SURVEY

SCHOOL _____ ENROLLMENT _____

PERSON COMPLETING FORM _____

Please complete section A (questions 1-9) if your school has a special education program (EMR, EH).
Please complete section B (questions 10-15) if there is no special education program.

A. SCHOOLS WITH SPECIAL EDUCATION PROGRAMS.

1. PLEASE SPECIFY IF YOUR SCHOOL HAS AN EMR AND/OR EH PROGRAM.

_____

2. HOW MANY CHILDREN ARE ENROLLED IN SPECIAL EDUCATION? _____
IF POSSIBLE, PLEASE INDICATE BY LEVEL:

	EMR	EH
K-3	_____	_____
4-5	_____	_____
6-8	_____	_____

3. HOW MANY INDIAN CHILDREN ARE ENROLLED IN YOUR SPECIAL EDUCATION PROGRAM? _____

	EMR	EH
K-3	_____	_____
4-5	_____	_____
6-8	_____	_____

4. WHAT IS THE ORGANIZATIONAL STRUCTURE OF YOUR PROGRAM?

--SELF-CONTAINED EH CLASSES _____
--EH LEARNING DISABILITY GROUPS _____
--INTEGRATED EMR CLASS _____
--EMR CLASS WITHOUT INTEGRATION _____
--OTHER _____

5. INTO WHAT GRADE LEVELS (i.e., K-3, 4-5, 6-8) IS YOUR PROGRAM DIVIDED? _____

A. SCHOOLS WITH SPECIAL EDUCATION PROGRAMS.

6. PLEASE LIST THE NAMES OF YOUR SPECIAL EDUCATION TEACHERS (INDICATE GRADE LEVEL AND WHETHER EMR OR EH).

_____

_____

_____

_____

_____

7. DESCRIBE THE REFERRAL AND SCREENING PROCEDURES USED IN IDENTIFYING CHILDREN IN NEED OF SPECIAL EDUCATION.

_____

_____

_____

_____

_____

8. DOES YOUR DISTRICT EMPLOY A SCHOOL PSYCHOLOGIST? _____
NAME _____ OR DOES A COUNTY SCHOOL PSYCHOLOGIST ADMINISTER THE INTELLIGENCE TESTING? _____

_____

9. COMMENTS OR ADDITIONAL INFORMATION: _____

_____

_____

_____

_____

_____

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HANDICAPPED INDIAN CHILDREN SURVEY

B. SCHOOLS WITHOUT SPECIFIC SPECIAL EDUCATION PROGRAMS.

10. HOW MANY CHILDREN NOW IN THE REGULAR CLASSROOM APPEAR TO BE IN NEED OF SPECIAL EDUCATION? _____

11. HOW MANY INDIAN CHILDREN, IN SPECIFIC, APPEAR TO BE IN NEED OF SPECIAL EDUCATION? _____ IF POSSIBLE, INDICATE BY LEVEL.

K-3 _____ 4-5 _____ 6-8 _____

12. ARE ANY SPECIAL SERVICES PROVIDED FOR SUCH CHILDREN? _____

_____

_____

_____

13. DO YOU UTILIZE THE SERVICES OF A SCHOOL PSYCHOLOGIST? _____
NAME _____

14. ARE CHILDREN FROM YOUR SCHOOL ENROLLED IN A SPECIAL EDUCATION PROGRAM AT ANOTHER SCHOOL? _____
SCHOOL _____

15. COMMENTS OR ADDITIONAL INFORMATION: _____

_____

_____

_____

_____

_____

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